

Health Career Cluster
Pre Tech Foundation Program
(CIP: PTF08)

Program Name: Helping People in Crisis

Pre-Tech Foundation Program Description:
Helping People in Crisis-

“Help! Help! Help!” Would you know how to respond to this? Take this course to learn the academic and hands-on skills needed for rescue of people in potentially life-threatening situations. Some of the topics covered in this class include: CPR; basic and advanced first aid; basic anatomy and physiology of the cardiac, respiratory, skeletal, and neurological systems; rapid assessment of patients; basic medical terminology; primary treatment of trauma; recognition and primary treatment of shock, respiratory failure, heart attack and stroke; ethical/legal responsibilities of the rescuer; and basic pharmacology of rescue medications. In addition to classroom learning and a lot of hands-on practice activities, students will hear from guest speakers from the health care field. Students might also have the opportunity to job-shadow paramedics to see how the knowledge they have learned is used to save lives.

What is normal? We all have our own little quirks that make us uniquely individual, but at what point do we say that someone is mentally ill? This course will study mental illness: risk factors, symptoms, treatment, and the impact that mental illness has on society. We will also learn about careers in the mental health field and discuss what it is like to deal with people with mental illnesses. Class work will include several feature-length films, class discussions, individual, and group projects.

CORE Pre Tech Foundation Competencies

A. Think Critically and Solve Problems

1. Solve problems and make decisions in work-related situations
2. Read for information and understanding
3. Use observation skills to analyze work-related situations
4. Apply mathematical processes
5. Apply measurement and spatial skills
6. Apply statistical analysis skills
7. Analyze critical data to guide work activities
8. Utilize scheduling techniques to ensure that jobs are completed by the state due date
9. Demonstrate knowledge of the economy and how it functions as a whole
10. Demonstrate knowledge of the economy as a framework within which decisions are made by individuals and groups

B. Apply Technology

1. Demonstrate technological literacy
2. Access/transmit information using electronic communication systems
3. Demonstrate computer literacy
4. Use database software in work-related situations
5. Use word-processing software in work-related situations

C. Communicate Effectively

1. Apply basic communication skills

2. Apply oral communication skills
3. Apply written communication skills
4. Apply technical writing skills
5. Apply listening skills
6. Apply demonstration/presentation skills
7. Apply graphic communication skills
8. Apply artistic communication skills
9. Convey information through multimedia presentations
10. Create graphs and charts
11. Build interpersonal relationships

D. Manage Resources (Health and Environmental)

1. Apply self-management processes in the workplace
2. Use reference materials to obtain information appropriate to a given problem, topic or situation
3. Maintain/promote wellness
4. Determine the impact of government regulations and business/industry procedures on the performance of particular work functions
5. Implement safety procedures and programs
6. Support the provision of first aid in accordance with company policy and procedures
7. Manage work and family responsibilities for the well-being of self and others
8. Determine resources needed to produce a given product or provide a given service
9. Ensure the quality of products and services
10. Utilize an inventory control system to track supplies, materials, and equipment
11. Make informed financial decisions

E. Work Effectively and Responsibility

1. Demonstrate leadership
2. Contribute to team work
3. Demonstrate responsibility for learning
4. Choose ethical courses of action in all work assignments and personal interactions
5. Demonstrate the work ethic
6. Comply with the confidentiality requirements of workplace policies and procedures
7. Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, personality, social, and age)

F. Demonstrate Employability and manage a Career

1. Identify how personal interests, abilities, and skills relate to choosing a Career and Workforce Development
2. Investigate career options
3. Chart career using career-planning skills
4. Demonstrate skills needed to enter or reenter the workforce
5. Demonstrate job-keeping skills
6. Upgrade career skills
7. Explore opportunities to create a business

G. Demonstrate an Understanding of Academic Connections to Core Pre-Tech Foundational Competencies (CPFC)

Crosswalk of Academic Connections to Core Pre-Tech Foundation Competencies

Crosswalk attached

FOUNDATIONAL COMPETENCY TO INCLUDE:

H. Demonstrate an understanding of a chosen career cluster that the individual is preparing to enter

1. Workplace behaviors, skills and personal and professional development
 - Work Place Behaviors
 - Maintain an acceptable attendance record.
 - Work well independently, showing pride and interest in work assignments.
 - Demonstrate aptitude for creativity.
 - Plan and perform work accurately, neatly and efficiently.
 - Show personal growth as a worker, evaluating own work.
 - Follow directions from supervisors and are willing to ask questions for clarification.
 - Develop good oral and written communication skills.
 - Cooperate with co-workers and supervisors.
 - Demonstrate teamwork as a contributing team member.
 - Demonstrate positive attitude toward work.
2. Identify common occupations found within the career cluster
 - Develop personal career goals.
3. A school to work experience in the chosen career cluster

I. Demonstrate Technical Skills within a Chosen Career Cluster — (These will be developed with center partners and will be based on the Career Cluster Program Competencies.)

HEALTH CAREERS

Demonstrate an Understanding of Health Careers Encompassing the Educational Requirements, Job Descriptions, Career Ladder Options, and Employment Opportunities

(Vermont Standards: 1.18, 1.19, 3.15, 3.16, 7.5)

Demonstrate Knowledge of Personal Qualities Necessary for Health Careers and the Importance of Team Relationships in Health Careers

(Vermont Standards: 3.10, 3.11, 3.12, 3.13, 3.14)

Demonstrate the Application of Time Management and Goal Setting Skills

(Vermont Standards: 3.1, 3.2, 3.10)

List the Legal and Ethical Standards of Conduct Required in the Health Care Field

(Vermont Standards: 3.3, 3.10, 3.11, 3.13, 6.13, 6.23, 6.24)

Demonstrate the Communication Skills Necessary for Good Interpersonal Relationships, Including Use of Computers

(Vermont Standards: 1.13, 1.14, 1.15, 1.18, 1.19, 1.20, 2.2, 2.3)

List, Define, and Use the Medical Terms and Abbreviations Commonly Used in the Health Field

(Vermont Standards: 1.17, 5.19, 5.21, 7.14)

Understand Theory and Demonstrate Medical Asepsis

(Vermont Standards:

Demonstrate Work Place Safety Skills

(Vermont Standards: 7.14, 7.18)

Demonstrate Knowledge of Basic Human Anatomy and Physiology, Body Systems, Organs, and Functions

(Vermont Standards: 7.14, 7.18)

Demonstrate the Procedure for and the Recording of Vital Signs and Physical Measurements

(Vermont Standards: 1.14, 1.17, 1.20, 7.6, 7.18)

Demonstrate Knowledge of Basic First Aid

(Vermont Standards: 7.14)

ORIENTATION TO HUMAN SERVICES Demonstrates Professional Work Habits

(Vermont Standards: 1.5, 3.10, 3.14, 3.15, 3.16, 6.15)

Demonstrates Proficiency in the Work Place Safety Practices

(Vermont Standards: 3.5, 3.14)

Demonstrates Interpersonal and Communications Skills

(Vermont Standards: 1.6, 1.13, 1.15, 6.13, 6.15)

Applies Knowledge of Health and Wellness Issues Throughout the Life Cycle

(Vermont Standards: 3.5)

Demonstrates Knowledge of Needs and Development Throughout the Life Cycle

(Vermont Standards: 2.14, 2.24, 3.4, 6.23, 7.14)

Learning Opportunities/Units:

Careers and Employment Skills in Medicine and Human Services

Personal characteristics of professionals in the health and human services cluster

Workplace safety

Use of standard precautions and aseptic technique

Confidentiality

Professional code of ethics

End of life issues

Medical terminology

First Aid

CPR

Basic assessment of patients

Vital signs

Airway management

Identification and treatment of shock

Venous access

Basic pharmacology of basic emergency medications

Basic drug calculations

Risk Factors, symptoms, and treatment of the following mental illnesses/disorders:

Autism

Depression

Bi-Polar disease

Post-partum depression

Multiple personality disorder

Addiction

Obsessive-compulsive disorder

Post-traumatic stress disorder

Neurosis

Psychosis

Communication Skills

Instructional Materials and Resources Used:

Textbook/Resources	Publisher	Copyright
Heartsaver FACTS - American Heart Association	Jones and Bartlett Publishers	1999
Heartsaver CPR/AED	American Heart Association	2002

Internet:

Web sites are used for research on careers and other topics contained in units.

Assessment and Grading Policy:

Numerical — based on 100% scale where:

Tests, quizzes, projects, skill demonstration, and in-class work 80%

Participation and Attitude 20%

Course Expectations:

Complete all assigned work on time, neatly, accurately and professionally. Participate in class discussions, problems, duties, assignments, presentation, etc. Develop and maintain a notebook of all material including your notes, handouts, projects, assignments, etc. Maintain a passing average or greater on all assignments, projects, presentations, etc.

Instructor Expectations:

You are expected to act in a professional manner. We all must treat everyone with respect and keep a positive attitude. Violations of the code of conduct are not expected, but if they occur they will be dealt with individually. Extra help will be made available whenever possible. If you need extra help from me, or more time in the classroom to use the tools and equipment, please don't hesitate to ask and please don't procrastinate.

Family Involvement or Community Services:

Discussions about the importance and impact of business ethics, academic honesty, college choices, community events and open houses and job opportunities all enhance classroom activities.